

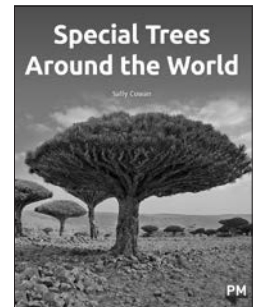
# Special Trees Around the World

PM Level 20

Purple

**Text Type** Information Report

**Running words** 596



## Preparing for Guided Reading

### Prior Knowledge

- Students should know that the world is organised into countries, and different countries have different climates and characteristics.
- Students should also be familiar with what an information report is and how it is structured.

### Orientation to the Text

- We don't often pay attention to the trees around us, but they are an important part of the world's ecosystem. Read about some of the most unique and interesting kinds of trees around the world.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

appear, burning, died, during, huge, kinds, noticed, spreading, wonderful, world

#### Content Words

America, Asia, Australia, blood, lumpy, rare, scientists, season, spiky, store, strange, Yemen

### Decoding

- Support students to break words such as *tallest* down into syllables and talk about the units of meaning in each syllable.
- Guide students to think about how they have heard place names pronounced, such as *Asia* or *Australia*, as they use their phonemic knowledge to work them out.
- Look at the word *scientists* on page 9 together. Ask, *What is the base of this word? How might it help you to read the word?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Talk about the difference between facts and opinions, and ask, *Do you think everyone would agree that the same trees are special? Is this a fact or an opinion?*
- Look at the visual information on pages 2–3 together. Ask, *What is the key on the map? How does it help us to understand what the map is telling us?*
- Continue to page 4. Ask, *Is the sentence 'They are the tallest trees in the world' a fact or an opinion? What makes you say that?*

- Look at the map on page 4 together. Ask, *What are California, Nevada and Oregon? Relate the American states to students' understanding of Australian states.*
- Invite students to read pages 6–7 and ensure that they remember to read the image captions. Ask, *How does the photo on page 6 help you to understand more about redwoods? What does the photo on page 7 show you?*
- Continue to page 16 and ask students to share one fact and one opinion from this page. Discuss the difference between the two.
- Cover the visuals and captions on page 20 and just read the two paragraphs of text to students. Then look at everything on the page together. Ask, *What extra information have the visuals given us? What have you learned from them?*
- Read the final statement on page 22 together. Ask, *Is this a fact or an opinion? What other views might people hold about trees?*

### Comprehension

- How did dragon's blood trees get their name? (*Literal*)
- Why do redwood trees need a lot of water to grow? (*Inferential*)
- Why are trees so important to the world we live in? (*Applied Knowledge*)

### Follow-up Activities

- Return to the map of special trees on pages 2–3 and talk about the different elements, such as the compass and place names. Compare the map with another map of the world, either online or in a book. Discuss the purpose of each of the maps and the information each one provides.
- Re-read the section about Wollemi pines on pages 8–11 of the text and discuss how and why the trees were saved from the bushfire. Conduct some further reading together about bushfires and how trees, such as many species of eucalypt, regenerate after being through a fire.
- Together, brainstorm words that are used to express opinions, such as 'think' and 'believe'. Discuss why it is important to support opinions with reasons or facts. Model a sentence that uses a fact to support an opinion, such as 'I think baobab trees are clever because they store water to use when there is no rain and they also produce healthy fruit'. Ask students to write a short opinion piece about special trees or about another topic of interest to them, using facts to support their assertions.

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## Learning Intentions

- We are learning to recognise and discuss facts and opinions.
- We are learning to notice and interpret visual information.

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## Success Criteria

- I can identify facts in the text.
- I can explain what an opinion is and how it is different from a fact.
- I can describe what the images and maps in the book mean and how they connect with the text.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up